



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

to Volumes II and III of the Thirteenth Census reports. Those volumes, however, also contained statistics on number and distribution of inhabitants, corresponding in a measure to those presented in Volume I of the Fourteenth Census reports. In addition, Volume III will include a section giving figures for the United States as a whole, in which the plan of presentation of the statistics will be similar in general outline to that followed in the various state sections. This United States section, which will also be published as a separate bulletin, will present all the composition and characteristics statistics desired by most persons who make use of this class of statistics. No such section appeared in the corresponding volumes of the Thirteenth Census reports. The issuance of state bulletins on composition and characteristics of the population was completed November 17, 1921; and Volume III is now in process of printing.

Volume VI—Agriculture: Reports for States with Statistics for Counties.—This volume will correspond to Volumes VI and VII of the Thirteenth Census reports, and will be issued in three parts, one presenting statistics for the North, one for the South, and one for the West. In addition to the state sections, each identical with the corresponding state bulletin, Volume VI—like Volume III, for population—will contain a section relating to the United States as a whole. No such section appeared in the corresponding volumes of the Thirteenth Census reports. The manuscript for this volume is now in the hands of the printer.

Volume VII—Irrigation and Drainage: General Report and Analytical Tables, and Reports for States, with Statistics for Counties.—This volume, as its title indicates, will consist in part of a general report, covering all sections of the country in which irrigation and drainage enterprises are in operation, and in part of a set of reports for individual states, these state reports being identical with the corresponding state bulletins. Volume VII is now in process of printing.

Press Summaries.—At the Fourteenth Census the Bureau has published its detailed statistics—those pertaining to race, age, illiteracy, nativity, occupational classes, farm acreage, crops, wage earners in manufacturing establishments, value of manufactured products, etc.—in the form of press announcements to a greater extent than has been done heretofore, the purpose being to make public all the census statistics at the earliest possible date. First, press summaries pertaining to certain subjects for individual cities are issued—for example, illiteracy in Chicago, school attendance in Philadelphia, and age distribution in Richmond. As soon as the statistics pertaining to a particular subject for an entire state have been compiled, a state summary is issued; and when the compilation is completed for the entire United States, a final summary for the country as a whole is made public. In this way not only the basic census results but also the detailed statistics are being made public through the medium of the press in the localities to which they relate.

SHOULD THE UNDERGRADUATE BE TRAINED IN ELEMENTARY STATISTICAL METHODS?

Industrial history has been introduced into the high school. Elementary economics is now being taught to sophomores in college. Professional training begins during the last two years of the undergraduate course. The student is

taking special courses in applied economics and social science and his background has widened to include a varied assortment of facts which are alleged to describe or measure the phenomena of community life. What was formerly post-graduate or professional study is now under way before the student reaches the more specialized and technical training of his post-graduate course.

Training in method of approach to a problem, acquaintance with the tools needed in his work, familiarity with principles according to which his sources of information may be judged—these are fundamental matters in the education of students of the social sciences, theoretical and applied. Yet these considerations are neglected by many colleges which have shown a rapid development of courses in this field.

Technique and methods in the natural sciences have been well developed and applied in the laboratory by the student beginning the subject. But many students of social science have not mastered a natural science and, therefore, have not acquired the discipline in methods of assembling data and sifting evidence, nor have they acquired the habit of independent and cautious generalization from known facts.

Furthermore, they leave behind them, early in their course and usually with light hearts, the exact methods of their mathematical studies because they do not expect to apply them. *Algebra*, which has aided in solving the unknown from the known, *logarithms*, which have proved effective tools in computation, the *characteristics of lines and curves*, which are utilized today very effectively to describe the phenomena of social and industrial life and to illuminate their explanation—all these are forgotten because the student, as he begins his studies in the social sciences, has not been shown their significance in his work. It is only after he has forgotten and when there is no time to repair the loss that the professional and research worker faces the need for this mathematical equipment. The engineer has no such trouble with his technical training because he understands what is necessary from the beginning.

Admitting, for the sake of argument, that the above statement of the situation is essentially true, why give the social science student statistics as a remedy? This is a fair question, and an answer should and can be given. The training in statistics must not be conceived in any narrow or professional sense, but as a discipline in scientific method. It is concerned with a body of principles and methods developed to guide the student in the collection and treatment of quantitative data relating to groups or aggregates. Laboratory experience with such data places proper emphasis upon the essentials of scientific method, *i. e., a knowledge of facts which have been classified, an appreciation of their sequence, and a judgment as to their relative significance.* Statistics, regarded as a method of investigation, involves exact measurement, a careful record, intelligent grouping, discriminating analysis, and weighing of evidence.

Especially in the social sciences, where factors are complex and human sympathies are keen, it is difficult to free our judgments from the peculiarities of the individual mind. The scientific attitude of mind prompts the student to seek evidence which will appeal to others than himself as true.

The junior or senior in college who is majoring in the social sciences has

acquired a background of interesting facts, many of them expressed in quantitative form. He has concrete evidence of the dynamic character of social and economic life, the constant changes which render his judgments and conclusions relative to time and place. Using this background of facts, it is possible to develop a scientific attitude of mind in the approach to social and economic problems. The training in statistical methods and practice may be made a means to this most desirable end. *Statistics may serve a purpose for the social sciences similar to that which the laboratory serves in the natural sciences.* If offered to the undergraduate at the threshold of his professional training it will gather together and preserve as useful many of the exact methods of mathematics by showing their application to the data in his field of study. In some respects the college senior is in a much better position to study and profit by statistical methods than the present graduate student.

Finally, to read and appreciate the literature in his field, and to consult intelligently the sources of information, many of which are in quantitative form, the student of the social sciences, theoretical and applied, needs some training in statistical methods. Figures may speak for themselves, but not necessarily the truth. The student faces masses of quantitative data in so-called statistical reports, and he requires some principles by which he may judge their credibility and adequacy for his purposes. Quantitative statements do not usually bear on their face the stamp of their credibility. The independent student must be skeptical of his own facts and those produced by others.

If the undergraduate is trained in the elements of statistical method the way will be clear, when he enters a business school or a graduate department, to take up at once the research problems of his chosen field without having to acquire for the first time a knowledge of tools and methods in the use of which he already should have acquired skill.

ROBERT E. CHADDOCK

Columbia University

EUGENICS CONGRESS

The Second International Congress of Eugenics which recently has completed its sessions at the American Museum of Natural History, had a far larger and more enthusiastic attendance than was foreseen. The congress was planned with certain major policies in view. The first of these involved the presentation to those attending the congress of a large body of biological facts which might serve as a firm foundation upon which any theoretical treatment of eugenics should rest. Scientific communications dealing with human and comparative heredity formed, therefore, the first section of the congress. There were thirty-two such papers on the program. Among those contributing papers to the program were Dr. E. G. Conklin, Dr. C. E. McClung, Dr. C. R. Stockard, Dr. A. J. Rosanoff, Dr. H. S. Jennings, and Dr. Lucien Cuénot of Nancy, France. The latter gave the leading address of this section.

A dinner for all those interested in genetics was held during the period of the congress and was attended by about fifty members. This gave opportunity for an evening of pleasant social intercourse and for the exchange of ideas. The